



**English Language Arts  
Grade 6  
Fall 2005**

**Peer Response to the Student Writing Sample  
Released Item # 37  
Scoring Guide**



**REVISING AND EDITING THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

- (1) Tom was on the way to school one day. He had a feeling that he was  
(2) forgetting something. When he got to school, he saw his friends Matt and Lisa.  
(3) Tom asked them, "What did you have for homework?"  
(4) But before they could reply, Tom shouted, "That's it! I forgot to write  
(5) my science paper!"  
(6) During lunch Tom started working on the paper. The minutes passed by, and  
(7) Tom wrote faster and faster. He had one paragraph to go when he heard rrrring!  
(8) Lunch was over, and it was time to go to his science class.  
(9) "I don't want to stay after school for detention," Tom told himself.  
(10) Just then Matt and Lisa ran up to him and asked, "How's the paper  
(11) going?"  
(12) Tom replied, "I didn't finish it."  
(13) Lisa said, "Maybe the teacher won't be too hard on you." That's what  
(14) Tom was hoping for. As the end of science class got closer, Tom felt nervous.  
(15) When only a few minutes were left, his teacher, Ms. Kelly, started to collect  
(16) everyone's science paper. Tom's heart was pounding out of his chest. He was  
(17) sweating a monsoon as the teacher came closer to him. Then she was one person  
(18) away. Tom was frozen to his chair like it was four hundred degrees below zero.  
(19) Then she was right beside him.  
(20) Tom said, "I . . . I . . . um . . . forgot my . . ."  
(21) Before he could finish, Ms. Kelly said, "Tom, you handed your paper in  
(22) yesterday."  
(23) Tom left the room. He started laughing and didn't stop until he got to his  
(24) next class.

**PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

**37 How does the writer let readers know how Tom is feeling?**

**Use details from the student writing sample to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**PART 3B: CHECKLIST FOR THE  
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

**DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**.

**CHECKLIST:**

- \_\_\_\_\_ Do I clearly answer the question that was asked?
- \_\_\_\_\_ Do I support my answer with details from the student writing sample?
- \_\_\_\_\_ Is my response complete?

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**NOTES/PLANNING**

**Michigan Educational Assessment Program**  
**Writing: Peer Response to the Student Writing Sample**  
**Grades 3-8**  
**Holistic Score Point Descriptions**

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**Here is an explanation of what readers think about as they score this writing:**

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

**Condition codes for unratable papers (zeroes):**

- A – Off topic or insufficient
- B – Written in a language other than English or illegible
- C – Blank or refusal to respond
- D – No connection to the question

He knows because he expresses  
tom's feelings in the story.  
He means To say that alway check  
over your homework.

**Anchor Paper 1**  
**Score Point 1**

The response attempts to address the task with the statement "...he expresses tom's feeling's in the story," but offers no explanation as to how the author shows those feelings. A generalization (*He means To say that alway check over your homework*) from the sample does not provide support for the statement.

Write your final response here. No additional sheets may be used.

The writer let the feeling out by using good words to show how he feels. The writer uses the best words he/she can to show how he feels. The writer uses all the words to make feelings like Tom had.

**Anchor Paper 2**  
**Score Point 1**

The essay attempts to address the task (...by using good words to show how he feels), but repeated generalizations (...uses the best words he/she can...uses all the words to make feelings like Tom had) demonstrate little understanding of the elements of writing relevant to the task.

Write your final response here. No additional sheets may be used.

The writer lets the reader know how Tom is feeling because Tom was very sad because he thought he was for getting something, then when he got to school he asked his friends what was for homework. But when he got in class he said he forgot it but he really didn't.

**Anchor Paper 3**  
**Score Point 1**

The response attempts to address the task by identifying a "feeling" (...lets the reader know how Tom is feeling because Tom was very sad). A generalized summary of the writing sample (...he thought he was for getting somethang...he asked his friends... he forgot it but he really didn't) demonstrates little understanding of the elements of writing relevant to the task.



The writer lets readers know how Tom is feeling by saying, "Tom was on his way to school one day. He had a feeling he was forgetting something." Right there is telling you what he was feeling.

Tom was feeling pretty nervous because he forgot to write his Science paper. When the teacher came Tom explained, and the teacher said that he had turned it in yesterday.

**Anchor Paper 4**  
**Score Point 2**

This response demonstrates a limited ability to address the task by explaining that the author of the student response "tells" readers how Tom is feeling ("He had a feeling he was forgetting something." *Right there is telling you what he was feeling. Tom was feeling pretty nervous...*). Additional, vague details from the student writing sample (*When the teacher came Tom explained, and the teacher said that he had turned it in yesterday*) do not address the given task, indicating limited understanding of the effective elements of writing.

Write your final response here. No additional sheets may be used.

The writer lets the reader know how Tom is feeling. The writer says, "Tom is sweating a monsoon," but yet he feels like it is 400 degrees below zero and he's stuck to the chair. The writer also says after he turned in his paper yesterday he could not stop laughing until after lunch. The reader almost has a picture painted in his head like a snap shot. Writer does a awesome job to tell how Tom is feeling.

**Anchor Paper 5**  
**Score Point 2**

This response shows limited ability to address the writing task by quoting one specific, clearly relevant detail from the writing sample (*The writer says 'Tom...feels like it is 400 degrees below zero...'.*). It is unclear whether the additional detail (*The writer also says after he turned in his paper yesterday he could not stop laughing...*) supports how Tom is feeling, as no explanation is offered. The final two sentences of this response (*The reader almost has a picture painted in his head like a snap shot. Writer does a awesome job...*) are too vague and general to give any credit.

**Anchor Paper 6 – Score Point 2**

Write your final response here. No additional sheets may be used.

The writer lets the reader know how Tom was feeling. One way is he was feeling happy. I know because he started to laugh and didn't stop until he got to his next class.

**Anchor Paper 6  
Score Point 2**

This essay demonstrates a limited response to the task by identifying one of Tom's feelings (...he was feeling happy). Support for "happy" is explained by a single detail from the writing sample (...he started to laugh and didn't stop until he got to his next class), showing limited understanding of the relevant elements of writing.

Write your final response here. No additional sheets may be used.

In this response I'm going to tell you how I can tell when Tom is expressing a feeling.

In the Student's Writing Sample the student came right out and told the reader how Tom was feeling. An example when Tom expresses his feelings when it said "He had a feeling that he was forgetting something." You can tell he's expressing a feeling because it says specifically in the sentence that Tom had a feeling. Another example of Tom expressing his feelings was when the writer wrote "Tom felt nervous." Then again you can tell he's expressing his feelings because it said felt and felt is past tense for feel.

In this response I told you when Tom was expressing his feelings. I think the writer did a good job coming right out and saying how Tom felt.

**Anchor Paper 7**  
**Score Point 3**

This essay addresses the task (...I'm going to tell you how I can tell when Tom is expressing a feeling) and demonstrates some understanding of effective writing elements by supporting the main idea (...came right out and told the reader how Tom was feeling). Relevant details from the student writing sample are given (An example...it said "He had a feeling..."), as are examples of how those details support the main idea (You can tell he's expressing a feeling because it says specifically in the sentence that Tom had a feeling).

The writer lets readers know how Tom is feeling in a few different ways. For example, when the writer had Tom shout, "That's it! I forgot to write my science paper", made me think that he's feeling shocked and maybe a little angry at himself. Also, when Tom was about to turn in his unfinished science paper, I could tell he was scared and nervous because of his actions, like being frozen in his chair, and what he said, "I... I... um... forgot my...". But one of his feelings was really clear to me, when he found out that he turned in his science paper the day before. I could tell that he was surprised and relieved because he couldn't stop laughing until he got to his next class. As you can see, from the size of my response, the writer made Tom's feelings very clear to me and surely to other readers.

**Anchor Paper 8**  
**Score Point 3**

This response addresses the task (*The writer lets readers know how...in a few different ways*), and demonstrates some understanding of effective writing elements by explaining how each event chosen from the student writing sample (*...the writer had Tom shout "That's it! I forgot to..."*) connects to a feeling (*...made me think that he's feeling shocked and maybe a little angry at himself*). Each idea (*I could tell that he was surprised and relieved*) is supported with relevant details from the writing sample (*...because he couldn't stop laughing until...*).

The writer lets me know how Tom is feeling by using adjectives, verbs, and similes. It really let me know how he was feeling when I read "Tom felt nervous" because it tells me that Tom felt nervous. I like how he wrote "Tom was frozen to his chair like it was four hundred degrees below zero." It tells me that Tom was either nervous or scared. The writer helped me understand a lot about how Tom was feeling by using verbs like frozen, laughing, pounding, and sweating. His actions tell me how he was feeling by explaining an emotion like if he was laughing than he was probably happy.

**Anchor Paper 9**  
**Score Point 3**

This response addresses the task (...lets me know how Tom is feeling...) with some understanding of the effective elements of writing. Ideas (His actions tell me how he was feeling) are connected and somewhat supported by details from the student writing sample (...like if he was laughing than he was probably happy).

The way that the writer let readers know how Tom was feeling, was in a lot of different ways.

The writer described Tom's feelings by using exaggerations. For example, in the sixth paragraph, it said that, "He was sweating a monsoon as the teacher came closer to him." And also in the sixth paragraph, "Tom was frozen to his chair like it was four hundred degrees below zero."

The writer described Tom's feelings another way by using a simile. For example, in the sixth paragraph, "Tom was frozen to his chair like it was four hundred degrees below zero."

Sometimes, the writer gave clues to tell you how nervous he felt, like, "his heart was pounding in his chest." Other times, the writer just said, "Tom felt nervous."

That's how the writer let the readers know how Tom felt, in the story.

**Anchor Paper 10**  
**Score Point 4**

This essay addresses the task (...let readers know how Tom was feeling, was in a lot of different ways) and demonstrates an understanding of the effective elements of writing, identifying several ways (...exaggerations...simile) the author of the student writing sample indicates Tom's feelings. Each idea (...using a simile) is supported with a relevant, specific detail ("Tom was frozen to his chair like it was four hundred degrees below zero").

The writer gives many clues to the reader that allow us to know how Tom is feeling. First of all, the author wrote that, "During lunch, Tom started working on his paper." When you are working on a paper during lunch, you know you're desperate. Secondly, it says, "Tom's heart was pounding out of his chest." When you are worried about something, your heart beats really fast. Sometimes, people add exaggerations into it to make it funner to listen to or read. Then, it says, "He was sweating a monsoon as the teacher came closer to him." When you are sweating, you are either scared, worked out, or worried. Since the author never wrote anything about Tom participating in a physical activity, he must've been scared or worried. After that, the author told us, "Tom was frozen to his chair like it was four hundred degrees below zero." That either means that it was extremely cold in the classroom, or that somebody is scared. Since nobody can live in 400 degree below zero temperatures, we can tell that he is scared. Finally, the author wrote, "Tom felt nervous." Since it isn't a simile or metaphor, he must really be nervous. The author gave many clues to let the reader know how Tom is feeling.

**Anchor Paper 11**  
**Score Point 4**

This response clearly addresses the task (...gives many clues to the reader that allow us to know how Tom is feeling). The writer identifies feelings (...desperate, ...worried, ...scared, ...nervous), analyzes how they were used in the student writing sample (Since it isn't a simile or metaphor, he must really be nervous), and offers additional explanation (Sometimes, people add exaggerations into it to make it funner to listen to or read), demonstrating an understanding of effective writing elements. Specific details from the writing sample ("Tom was frozen to his chair like it was four hundred degree below zero") are connected to each idea.